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ABSTRACT

This report describes the DeWitt Wallace-Reader's Digest Fund's Pathways to Teaching Careers Program, which is designed to help increase and diversify the supply of well-trained public school teachers willing to work in low-income schools. Program design drew on findings of leading educational researchers that made a strong case for investing in programs to recruit and prepare nontraditional candidates to become teachers. This included men and women already serving as classroom aides, substitute teachers, or emergency certified teachers in the very schools having staffing problems. The project formed partnerships with schools of education at colleges and universities, mostly in New York City, to begin recruiting nontraditional teachers. In subsequent years, the program was expanded to other regions, and components were added to target paraprofessionals and returned Peace Corps volunteers. Currently, 42 colleges and universities nationwide participate, each using grant money to provide scholarships and other support services to nontraditional teacher candidates. Pathways is also fostering changes in schools of education designed to accommodate the needs of Pathways scholars and to draw on their strengths (e.g., allowing them a longer period to complete their studies and adding courses tailored to their work experience, knowledge, and skills). The impact of the Pathways program is being evaluated. Preliminary findings are positive. (SM)

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Pathways

Recruiting, Preparing and Retaining Teachers for America's Schools

Progress Report:
Pathways to Teaching Careers

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The mission of the DeWitt Wallace-Reader's Digest Fund is to foster fundamental improvement in the quality of educational and career development opportunities for all school-age youth, and to increase access to these improved services for young people in low-income communities.

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Pathways

CONTENTS

PREFACE		3
SUMMARY		4
PART I:	Meeting the Need for a Well-Trained, Diverse Teaching Force	6
PART II:	Recruiting from Nontraditional Populations	8
PART III:	*Pathways* Evaluation at the Midpoint: Early Evidence of Success	10
PART IV:	Conclusion	15
APPENDIX A:	Operation of the *Pathways* Program	16
APPENDIX B:	Directory of *Pathways* Programs and Contacts	17

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PREFACE

For nearly 10 years, the DeWitt Wallace-Reader's Digest Fund has been at the forefront of efforts to develop better ways to recruit and train a diverse corps of teachers ready for the challenges and rewards of working in public schools in low-income urban and rural communities all across the nation. The early results emerging from this work give us reason to believe a solution to the problem of ensuring well-qualified teachers for every public school in America is within reach.

This report presents an overview of the Fund's *Pathways to Teaching Careers Program*, its progress since 1989 and early evaluation findings. It is designed to inform and stimulate discussion. In particular, we hope the Fund's experiences and the initial lessons will be considered carefully by the educational and funding communities, policy-makers and government leaders, and others who share an interest in improving teaching and learning in our nation's schools.

M. Christine DeVita
President
DeWitt Wallace-Reader's Digest Fund
August 1997

5

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SUMMARY

Dewitt Wallace-Reader's Digest Fund Pathways to Teaching Careers Program

For the past three decades, leading educational researchers and national commissions have been warning of looming teacher shortages for America's public schools. Others have been pointing to a shrinking minority teaching pool in the face of an increasing minority enrollment.

Today, neither of those worries is a projection. Teacher shortages are real, they are growing and are especially severe for low-income urban and rural school districts that have difficulty recruiting and retaining highly qualified teachers in the best of times. Similarly, the demographic mismatch between students and teachers has reached the point that there is a good chance some children might go through 12 years of public education without meeting a teacher from their same ethnic or racial group.

While these developments are troubling, there are signs of hope. Since 1989, the DeWitt Wallace-Reader's Digest Fund has been supporting the development of model programs to help increase and diversify the supply of well-trained public school teachers willing to work in hard-to-staff low-income schools. Early findings indicate that the *Pathways to Teaching Careers Program* is working and has the potential to help the nation solve its teacher shortage problem.

The Fund's $40 million investment in the *Pathways* program is linked directly to its mission of fostering fundamental improvement in the quality of educational and career development opportunities for all school-age children, especially for young people in low-income communities. It also reflects a mainstay of the Fund's grantmaking, which is to invest in the adults who are involved in the education of children in and out of school.

In designing the initiative, the Fund drew on the findings of leading educational researchers. Their studies made a strong case for investing in programs to recruit and prepare nontraditional candidates to become teachers. These included men and women already serving as classroom aides, substitute or emergency-certified teachers in the very schools having staffing problems. It was believed their background and work experience plus knowledge of the family life and communities where their students live would make many of them effective teachers. And one way to attract these nontraditional candidates might be to open new avenues to the teaching profession.

Building on that belief, the Fund went to great lengths to consult with others in the fields of education and philanthropy as it designed *Pathways*. Its first grants supported a pilot project. That was followed by forming relationships with a small number of schools of education at colleges and universities, mostly in New York City, to begin recruiting noncertified teachers. In subsequent years, the Fund expanded the program to other regions of the country and added components to target paraprofessionals (classroom aides) and returned Peace Corps volunteers.[1]

Paraprofessionals, like noncertified teachers, have a working knowledge of the classroom and an understanding and appreciation of the challenges of teaching. Because they have taught in countries outside the United States and gained valuable knowledge about different cultures, returned Peace Corps volunteers were also believed well-suited to the demands of teaching in low-income inner-city and rural schools.

[1]In response to research findings that many teachers decide to enter the profession long before going to college, the Fund also expanded Pathways to include a preprofessional component. As part of this effort, middle and high school students in Baltimore are introduced to career options in the teaching profession and talented undergraduates in 16 private liberal arts colleges in the Northeast are encouraged to become teachers, particularly to work in the middle grades.

Today, 42 colleges and universities around the country are participating in the program. Each uses its grant money from the Fund to provide scholarships and other support services so that paraprofessionals, noncertified teachers, returned Peace Corps volunteers and others known collectively as *Pathways* Scholars can return to school and pursue bachelor's or master's degrees, teaching certificates and complete other requirements leading to full-time teaching jobs.

Pathways, however, is more than a recruiting and certification program. The initiative also is fostering changes in schools of education designed to both accommodate the needs of *Pathways* Scholars and to draw on their strengths. These changes include allowing them a longer period to complete their studies as well as adding course offerings that are tailored to the work experience, knowledge and skills they already possess. And because many of these potential teachers hold full-time jobs and have families, some colleges and universities have added evening and weekend courses and provided needed support services such as day care. After completing their studies, *Pathways* Scholars commit to teaching in low-income urban or rural public schools for up to three years.

So far *Pathways* has successfully enrolled over 2,200 Scholars, many of whom have since graduated and begun teaching assignments. Their teaching effectiveness is being assessed as part of a comprehensive Fund-commissioned evaluation. The Fund hopes that overall findings of the *Pathways* evaluation will provide valuable knowledge about how the nation can create the capacity to recruit and train highly motivated and well-prepared teachers—drawn from diverse backgrounds—and place them in schools where they are needed most.

■ *Pathways* is more than a recruiting and teacher certification program. The initiative also is fostering changes in schools of education designed to accommodate the needs of *Pathways* Scholars and to draw on their strengths.

PART I

Pathways to Teaching Careers:

A Program to Help Meet the Need for a Well-trained, Diverse Teaching Force for America's Schools

Successful approaches to recruiting, preparing and placing highly qualified teachers in the most demanding public school classrooms around the nation are emerging from Pathways to Teaching Careers. This news holds promise for American education—and for thousands of children in public schools throughout the country who deserve a good education and start in life. The nation faces a significant shortage of teachers, especially those from diverse backgrounds, to fill openings in schools in low-income urban and rural communities. If the early indicators of success continue over the next few years, Pathways could lead the way to planned large-scale efforts to place effective teachers in hard-to-staff school districts.

Origins of Pathways

Beginning in the late 1970s and continuing through the 1980s, educational researchers issued warnings of a looming shortage of teachers for America's public schools. A number of educators also expressed concern that the proportion of teachers from minority backgrounds was declining while enrollments of students from similar backgrounds were on the rise.

As part of its mission to improve educational services for young people, the Fund examined possible ways to respond to those concerns. Staff delved into reports from leading researchers and read the findings from commissions and study groups to familiarize themselves with the best thinking in the field about ways to address the teacher shortage problem[2], and examined recruitment and training models other foundations were developing.[3]

It became clear that whatever the response, it would be costly, difficult, take many years to accomplish and—most important—require a change in the nation's system of

■ **The Fund began *Pathways* in response to warnings of a looming teacher shortage and concern that the proportion of teachers from minority backgrounds was declining while enrollments of students from similar backgrounds were on the rise.**

[2] Research disclosed a troubling decline in the number of public school teachers from minority backgrounds as well as remedies that drew wide backing among education experts. Many of the recommendations were summarized in the report: "Increasing the Number of Minority Teachers: Recommendations for a Call to Action. A Paper Prepared for the Quality Education for Minorities Project." Massachusetts Institute of Technology, March 1989.

[3] Sources of information for the Fund included: Barbara Hatton, The Ford Foundation; Elaine Witty, Norfolk State University; Barbara Holmes, Education Commission of the United States; Linda Darling-Hammond, Columbia University, Teachers College; G. Pritchy Smith, University of North Florida; Lester Young, Jr., New York State Department of Education; Joan Baratz-Snowdon, the National Board for Professional Teaching Standards; Ernest J. Middleton, University of Kentucky; Carnegie Commission on Education; Carnegie Forum's Task Force on Teaching as a Profession; American Association of Colleges for Teacher Education (Mary Dilworth); and Teacher Education in the States: 50-State Survey of Legislative and Administrative Action. Many foundation representivess also were consulted, including Bernard Charles, Carnegie Corporation of New York; Norm Fruchter, Aaron Diamond Foundation; and Caroline Zinsser, Rockefeller Brothers Fund.

recruiting and preparing public school teachers. That, coupled with increasing calls from the education field for substantial efforts to increase the supply of teachers in general and minority teachers in particular, led to the decision to launch *Pathways to Teaching Careers*.

History of the Pathways Program

In 1989, the Fund made a $250,000 grant to New York's Bank Street College of Education to support a program to prepare minority teachers for positions in the city's low-income schools. Lessons learned from this work helped guide the development of a larger teacher-recruitment and training effort.

The first implementation grants were made between 1990 and 1992 to Brooklyn, Hunter and Lehman Colleges in New York City; Cambridge College in Massachusetts; and Clark-Atlanta University in Georgia.

In late 1992, the Fund's board of directors approved plans for a national expansion of the program. Backed by $23 million in grants, *Pathways* programs were established in an additional 26 colleges and universities throughout the country—11 in the South under the direction of the Southern Education Foundation and 15 to support a Peace Corps program that was started in 1985 to help returned volunteers become teachers.[4] Another $10 million in expansion grants followed in 1993 for *Pathways* programs in 11 schools of education throughout the Northeast and Midwest. Total Fund investment in the program reached $40 million by 1994 with the approval of additional grants and the launch of the *Pathways* evaluation.

In early 1997, the Fund's board approved a plan to support the institutionalization of the program at most of the schools of education currently participating in *Pathways* and to encourage other colleges and universities to adopt the model.

■ **The Fund's board has approved a plan to support the institutionalization of the program at several colleges and universities currently participating in *Pathways* and to encourage other schools of education to adopt the model.**

[4] These grants also underwrote related program activities designed to introduce middle, high school and college undergraduates to teaching as a possible career.

PART II

Recruiting from Nontraditional Populations

Target Populations

Pathways to Teaching Careers is built on a premise that certain individuals, because of their knowledge, skills, interests, life and work experience, have the potential to become excellent teachers, but for a variety of reasons have not been able to pursue teaching careers. In response, the Fund has designed *Pathways* to target the most motivated and qualified candidates—many of the programs accept less than 20 percent of applicants. *Pathways* also supports changes at schools of education to draw on the strengths and meet the needs of these adult learners.

Because one of the biggest hurdles for many of these prospective students is the cost of attending college, the Fund's scholarship support is quite substantial, averaging 80 percent of tuition across the sites. In some special cases, program participants receive full scholarships.

Pathways Scholars also receive other support and services that increase their chances of success in the program. So those who hold jobs can continue to work, many colleges and universities give students longer periods to complete their studies or hold classes in the evenings or on weekends. Some courses are offered at satellite centers near where the Scholars live or at the schools where they work so they don't have to travel far. In addition, a number of institutions have created resource centers and small lending libraries to save students the expense of buying their textbooks. Other services range from providing day care to helping Scholars secure emergency loans from banks.

Pathways Scholars: Who They Are

The *Pathways* program draws teaching candidates from the ranks of paraprofessionals, noncertified teachers and returned Peace Corps volunteers. Individuals in each of these groups have particular skills and strengths that form the basis for the Fund's belief in their potential teaching abilities.

Paraprofessionals and Noncertified Teachers

Often, paraprofessionals and noncertified teachers already live in the inner-city communities and work in the schools for which they are being recruited to teach. From their years of service as teacher aides, many already are experienced in classroom management and know how to work with students and teachers—skills that will serve them well in urban classrooms. Others have worked in business, or as scientists or artists, and are able to draw on their knowledge and "real-world" experience to supplement their teaching. Many are also fluent in other languages and able to serve as a bridge between cultures for children of different ethnic backgrounds.

Pathways Scholars in this group comprise the following ethnic and racial mix:

- African American: 68 percent;
- White: 15 percent;
- Hispanic/Latino: 11 percent;
- Members of other racial and ethnic groups (Asian American, Pacific Islander and Native American): 3 percent.

■ **Because one of the biggest hurdles for many people targeted to participate in *Pathways* is the cost of attending college, the Fund's scholarship support is quite substanial—averaging 80 percent of tuition across the sites.**

The average age for these *Pathways* Scholars is 38, and 75 percent are female. Nearly two-thirds are married and they have an average of 2.2 children. Many work in full-time jobs that pay as little as $17,000 annually, even after 20 years of service.

Compared with typical teacher education students enrolled in the same colleges they are attending, *Pathways* Scholars tend to be older, have more family responsibilities, are economically less well off, and are more knowledgeable about minority students and their home and community life. They also are committed to working in urban schools and are more pedagogically adept than their traditional college counterparts.

Academically, the group varies widely, although all paraprofessionals in the *Pathways* program have a considerable number of college credits already.

◗ Returned Peace Corps Volunteers

Former Peace Corps volunteers represent an attractive pool of teachers for hard-to-staff schools for several reasons. Many of them already have been trained and gained experience as teachers. They have taught outside the United States in cultures different from their own, and often under physically arduous circumstances.

Nearly three-quarters (72 percent) of returned Peace Corps volunteers in the *Pathways* program are white. Their average age is 32 and they are 58 percent female. Few are married and only a small number have children.

Members of this group tend to recognize that culture plays a powerful role in teaching and learning and, because of their international experiences, are generally knowledgeable about cultural differences.

Academically, they are above average and require few support services to help them with their studies. However, they do face considerable challenges working in unfamiliar urban environments.

Common Traits From All Target Groups

Across the participating sites, *Pathways* Scholars responded with considerable similarity to a survey assessing what strengths they feel they can bring to the classroom. They said that flexibility, adaptability and perseverance were among the most salient personal qualities they brought to the program. Scholars in the paraprofessional and noncertified strands rated themselves lower in academic skills, while returned Peace Corps volunteers said ability to handle conflict was among their weaknesses. Participants reported using their background, knowledge and experience to motivate students, establish relationships with young people they teach, and develop learning activities. Many more paraprofessionals reported using their background experiences to establish relationships with parents than their Peace Corps counterparts. The overwhelming majority of *Pathways* Scholars said the primary reasons they wanted to become teachers were because they wanted to make learning meaningful and fun for students, to make a difference in how and what they learn and to empower them.

PART III

Pathways Evaluation at the Midpoint:

Early Evidence of Success

The Fund has commissioned the Urban Institute of Washington, D.C., to conduct a comprehensive evaluation of the *Pathways* program. Evaluators are examining 41 projects, where paraprofessionals, noncertified teachers and returned Peace Corps volunteers are enrolled.

The evaluators are tracking the progress of Scholars through the program, taking care to document what the programs look like and what support services are provided for the teaching candidates. Evaluators are gathering data on how many of those who entered the programs were able to complete their academic coursework, graduate, pass certification exams and secure teaching positions. Evaluators also are following the first group of graduates to determine how effectively they are performing as teachers.

What the Evaluation Comprises

The *Pathways* evaluation is divided into three components: summative, process and formative.

Summative: The evaluation seeks to determine the overall impact of the *Pathways* program by examining its success in recruiting qualified individuals and retaining them through graduation, and by tracking participants' success in obtaining certification and securing teaching positions in targeted school districts. In addition, the evaluation will assess the teaching performance of *Pathways* Scholars and examine whether they remain in teaching for at least three years.

Process: The focus of this portion of the evaluation is to document clearly and precisely how the various programs at the *Pathways* sites were implemented. This information will enable evaluators to determine which features provided the greatest support to the program participants in particular circumstances.

Formative: This component of the evaluation is designed to provide timely feedback to individual programs regarding how well they are progressing toward their proposed goals and also to guide the Fund in designing future teacher recruitment and preparation activities.

Preliminary Findings are Promising

Preliminary evaluation results indicating that the program is meeting its recruitment and retention goals and that *Pathways* shows promise in preparing teachers effectively are summarized below:

Recruitment Goals

The *Pathways* programs seem to be doing an excellent job of meeting their enrollment goals. Data collected to date show that some 2,134 Scholars—or 97 percent of the target—have been served by *Pathways* programs. Because several projects still have a year of funding to go, the overall program should have no trouble reaching its goal of 2,210 Scholars.

Retention Rates

Along with the strong recruitment rates, *Pathways* projects are retaining 90 percent of their students. That accomplishment is especially impressive when compared with traditional teacher education programs that lose, on average, almost one-third of their enrollment by graduation. The nontraditional nature of the student

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population the *Pathways* programs are serving—including the fact that so many work at full-time jobs—adds to the significance of these findings.[5]

Several factors seem to contribute to the high retention rates: scholarship support; careful recruitment and selection of Scholars; careful monitoring of their progress while they are in the program; and "extras"—such as comprehensive support services that they receive to help them through the program.

◗ Progress through the Program

Evaluators also have been examining how fast students are progressing through the program. To obtain a meaningful measure, evaluators limited their research to individuals enrolled in participating colleges or universities for at least two years. They also looked separately at rates of progress for Peace Corps volunteers and for paraprofessionals and noncertified teachers. That is because Peace Corps volunteers are studying for their master's degrees, while students in the other programs are going for their bachelor's degrees, which require more credits for graduation.

The evaluators have found that nearly all the Peace Corps Scholars—93 percent—have completed at least half their requirements for graduation. Some 78 percent of this group are past the three-quarters mark, well on their way to becoming teachers. A handful lags behind—about 3 percent have yet to finish more than 25 percent of their courses.

Some 72 percent of paraprofessionals and noncertified teachers have made it halfway through the program. And 62 percent of them have completed three-quarters of their requirements. This group has a higher number progressing more slowly: about 14 percent have completed one-quarter or less of their coursework. As noted earlier, the slower rate is somewhat a reflection of the larger number of courses students must take for a bachelor's degree.

◗ Effectiveness of Teacher Preparation

The ultimate success of the Fund's *Pathways to Teaching Careers Program* will rest largely on how well teachers have been prepared to work in low-income urban and rural schools. This portion of the evaluation represents a major investment in time and energy as samples of *Pathways* Scholars undergo three separate assessments. The first takes place before graduation while they are doing their student teaching; and the second and third occur after they leave the program and begin working as teachers.

Compared to the first assessments, which are conducted by teachers' field supervisors, evaluators consider the two later ones to be more important and better indicators of teaching effectiveness. In one

■ **Because the ultimate success of the *Pathways* program will rest largely on how well teachers have been prepared to work in low-income urban and rural schools, a major part of the evaluation is devoted to assessing their classroom performance.**

[5] The retention rate for Pathways Scholars, while higher than the national average, is likely to decline somewhat in later years as some current participants leave the program before completing their degree requirements.

assessment the evaluators observe the performance of a sample of teachers; the other is conducted by principals in the schools where graduates are teaching. To make their assessments, evaluators use a new tool called Praxis III, which has been developed by the Educational Testing Service. Praxis III measures performance according to the skills and competencies that most educators agree good teachers need. These include:

- How well the teachers are able to plan lessons;
- How well they deliver lessons;
- Whether their classrooms are organized in ways conducive for students to learn;
- How well they communicate with other educators and parents about student learning.

Because only 20 percent of *Pathways* Scholars have completed their training and begun working in schools, evaluators have assessed only a small number of new teachers. While preliminary, their findings are worth sharing. Overall, the assessment gave the *Pathways* graduates an average Praxis rating of 2.1. That compares with a benchmark rating of 2.0, considered a strong performance for a beginning teacher. The evaluators also note that no individual teaching competency for this sample averages below 2.0, and that these new teachers rate especially well in creating a classroom climate that is conducive to learning.

Evaluators have begun to collect teaching assessments done by principals in the schools where the graduates are working. Because the program has relatively few graduates, and principals haven't had a chance to complete many assessments, it would not be meaningful to report these early findings. However, the evaluators expect that these assessments will add considerably to the evaluation because they will show whether the *Pathways* initiative has prepared its graduates to meet the same rigors of the profession as individuals who became teachers through traditional programs. Simply put, to retain their teaching positions, virtually all teachers in this country must receive positive evaluations from the principals of their schools. Also, the principals' ratings are based on a whole year of observation and are independent of the assessments done by evaluators.

■ **Evaluators assessed a sample of the first *Pathways* gradautes who are currently teaching in schools and found that their overall performance was slightly above the average score for beginning teachers.**

Role of Special Support Services

There is a great deal of innovation taking place at the colleges and universities in the *Pathways* program. Accustomed to teaching primarily 18- to 21-year-olds, they have had to go to great lengths to design programs that are responsive to the needs of adult learners and to find ways to build on the experience and knowledge these individuals bring with them.

The role of support services in the design, development and implementation of *Pathways* can hardly be overstated. These include child care, access to computers, academic tutoring, study groups and test-taking workshops. Many Scholars—with the exception of some returned Peace Corps volunteers—could never imagine becoming full-fledged teachers without this kind of help for themselves and their families.

To help learn about the importance of these services, evaluators are studying them across all 41 participating institutions of higher education.

Here are summaries of observations evaluators conducted at two of the universities:

◗ Armstrong Atlantic State University

Paraprofessionals participating in the Pathways program at Armstrong Atlantic State University in Savannah, Ga., work full-time in schools and most have families. They have limited incomes and often struggle to make ends meet.

Because Armstrong offers neither Saturday nor evening classes, it had to do something to enable paraprofessionals to take classes during the day without quitting their jobs.

Armstrong and the local school district came up with a solution that works to everyone's advantage. Paraprofessionals are now given Fridays off by their schools so they can attend class. Armstrong State teacher education students who are not part of the *Pathways* program work as their replacements on those days. In return, for their classroom work, these students get credit from the college toward their graduation requirements.

In another instance the school, the board of education and Armstrong State worked together to change the student-teaching requirements so *Pathways* Scholars would not have to take a 10-week leave of absence from their jobs and lose their pay and benefits for this period. Instead, Scholars who complete all their course requirements can work part time as student-teachers and stretch their assignment over a longer time. This way they keep their jobs and continue to be paid and receive benefits.

◗ DePaul University

DePaul is responsible for training returned Peace Corps volunteers to teach in the Chicago Public Schools. Because these former volunteers actually hold jobs as paid interns while they work to complete their degree requirements and earn certifi-

■ **Participating colleges and universities have gone to great lengths to design programs that are responsive to the needs of adult learners and to find ways to build on their experience and knowledge.**

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cation, DePaul provides an orientation during the summer before school starts. Scholars visit schools to familiarize themselves with where they will be working and also attend some classes at the university. The schools in which the Scholars are placed are ones with which DePaul has had a long relationship. This enables the university to match the Scholars' individual skills with the needs of the schools. For example, Scholars proficient in Spanish may help fill openings for bilingual teachers.

To ease them into their assignments, all Scholars are given less than full teaching schedules when they first start. They are also paired with veteran teachers who serve as mentors. During the year, Scholars receive feedback about their teaching from their mentors, school principals and DePaul program staff who visit their classrooms to observe their performance.

Scholars attend classes at the university on Saturdays along with other teachers from the Chicago Public Schools who also are working toward their master's degrees. Being in class with veteran teachers provides the Scholars a chance to exchange ideas and seek advice.

In addition to this formal support, Scholars also receive help from other Peace Corps volunteers working as interns at the school and graduates of the program who are now teaching.

These are just two of the many powerful program strategies that have been implemented. Evaluators will continue to document the range of activities underway to develop information that might be useful to other programs that face similar challenges as well as other colleges and universities that want to work with nontraditional education candidates.

■ During the year, interns from DePaul receive feedback about their teaching from their mentors, school principals and university program staff who visit their classrooms to observe their performance.

PART IV

Conclusion

The Fund's experience with the *Pathways to Teaching Careers Program* and early indicators of success come at an important moment. The September 1996 publication of *What Matters Most*, a report by the National Commission on Teaching and America's Future, has focused renewed attention on the undeniably important role teachers play in shaping the lives of their students. The study's findings also validate the underlying premise and vision of the Fund's *Pathways* program. Among the National Commission's many important recommendations is a powerful call to fix teacher recruitment programs so we can put qualified teachers in every classroom. As noted in *What Matters Most*, current teacher recruitment programs are "painfully slipshod."

According to the National Commission, many people choose to become teachers "not because they are committed to teaching but because getting a teaching credential seems like good job insurance." That may help explain Commission findings showing that for every 100 undergraduates who enroll in teacher education programs only 36 of them will enter the profession. And of these, a mere 25 will remain in teaching more than three years.

That is the pattern *Pathways* is seeking to reverse. As this report has described and the evaluation has documented, the Fund has seeded model programs that are successfully recruiting and retaining candidates who are being trained for teaching positions in hard-to-staff schools around the nation. The Fund is hopeful that the evaluation will gather evidence indicating that *Pathways* Scholars are effective in the classroom and up to the challenges of teaching. If that happens, then questions about how to attract, prepare and retain highly qualified teachers will shift from one about problems to a constructive and more promising discussion about opportunities.

■ **Early evaluation results show that the Fund has seeded model programs that are successfully recruiting and retaining candidates who are being trained for positions in hard-to-staff schools around the nation.**

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APPENDIX A

Operation of the *Pathways* Program

Pathways to Teaching Careers operates at 42 colleges and universities throughout the country. Activities at three clusters of participating institutions are overseen by coordinating agencies selected by the Fund: Bank Street College of Education, New York, for schools in the Northeast and Midwest; Peace Corps/USA, Washington, D.C., for the returned volunteers component; and the Southern Education Foundation, Atlanta, for programs throughout the South. Each coordinating agency is responsible for acting as an intermediary between the *Pathways* sites and the Fund, monitoring program implementation and progress and promoting information sharing among the colleges and universities. The Fund manages a fourth group of programs comprising four colleges in New York City and a fifth in Cambridge, Mass.

Below is an overview of each of these clusters. (See Appendix B for a complete list of participating colleges and universities and coordinating agencies that oversee their programs.)

Northeast and Midwest

The 11 schools in this group recruit paraprofessionals, emergency or provisionally certified teachers, and substitute teachers without certification employed by the target school districts throughout states in the Northeast and Midwest. Each institution works with one or more local school districts to prepare *Pathways* Scholars for teaching positions in their schools.

Southern United States

The Fund is supporting the work of 12 colleges and universities in Alabama, Florida, Georgia, Louisiana, Tennessee and Virginia, states where shortages of African American teachers are projected to be substantial by the year 2000. Of this group, five predominantly white colleges and universities are coupled with historically black colleges, and together each of the pairs of institutions works with one or more selected urban school districts.

Independent Programs

The five colleges in this group were the first to become part of the *Pathways* program. While all four of the New York City institutions work with emergency-certified teachers, three colleges target their efforts on Schools Under Registration and Review. Known as SURR schools, they are identified by New York State Board of Regents as the lowest performing schools in the city. The fifth college, located in Cambridge, Mass., prepares paraprofessionals to teach in Boston Public Schools.

Peace Corps Fellows Program

The Peace Corps Fellows/USA Program was established in 1985 as a teacher-preparation program at Teachers College, Columbia University in New York City in response to a critical need for math and science teachers. Since 1992, the Fund has supported 14 colleges and universities involved in recruiting and preparing returned Peace Corps volunteers to become teachers.

Today, participating institutions work with one or more school districts in urban and rural locations around the country. Returned Peace Corps volunteers are placed as teachers in schools experiencing shortages of teachers and at the same time take graduate-level courses leading to a master's degree and teaching certification.

Several universities work with school districts located in major cities, while others work in smaller cities and rural locations.

APPENDIX B

Directory of *Pathways* Programs, Contacts

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